

V

352.0742b
D91

NEW HAMPSHIRE 173805
STATE BY
1352.0742
D 91

REPORT

OF

RECEIPTS AND EXPENDITURES

OF THE

TOWN OF DUNBARTON,

FOR THE YEAR 1850—51.

PRINTED BY TRIPP & OSGOOD, CONCORD.

TOWN FARM.

Property appraised on Town Farm, March 1, 1851:

1 horse, 125 00; 6 oxen, 230,	355 00
8 cows, 206; 7 young cattle, 70,	276 00
14 sheep, 28; 3 shoats, 35,	63 00
23 tons hay, 230 00; 5 tons second quality hay, 30 00,	260 00
75 bushels corn, 67 50; 6 bushels wheat, 9 00	76 50
37 " oats, 15 54; 3½ " beans, 5 25,	20 79
30 " potatoes, 15 00; 30 " turnips, 7 50,	22 50
240 lbs. pork, 24 00; 200 lbs. bacon, 19 00	53 00
130 " beef, 6 50; 25 " butter, 4 17,	10 67
243 " cheese, 19 44; 40 " lard, 4 00,	23 44
3¼ bbls. cider, 8 44; 1 bbl. vinegar, 4 00,	12 44
35 lbs. tallow, 2 80; 10 lbs. sausages, 1 00,	3 80
75 " dr'd apples, 3 75; 10 fowls, 2 50,	6 25
1 sleigh and harness, 16 00; 1 wagon 30 00,	46 00
1 buffalo robe, 0 75; 3 grind-stones, 7 00	7 75
2 harrows, 10 00; 5 ploughs, 21 00,	31 00
2 iron bars, 3 00; 9 chains, 13 00,	16 00
11 yokes and irons, 12 50; 2 carts, 24 00,	36 50
3 cops and pins, 2 00; 2 stoves and funnel, 15 00,	17 00
Sleds and drag, 7 00; collar and traces, 5 00,	12 00
Beetle, wedges and augers,	1 75
Axes, manure forks, shovels and hoes,	15 00
Scythes, rakes and forks; 8 00; 1 horse rake, 7 00,	15 00
Washing machine, churn, and tubs,	7 50
Wood and hand saws, 1 50; shave and chisels, 1 20,	2 70
1 bbl. soap, 3 20; sawed lumber, 12 00,	15 20
10 cords wood, 20 00; 12 M. lumber at the mill, 90 00,	110 00
3 lbs rolls, 75; 10 lbs. cod fish, 35; 5 lbs coffee, 62,	1 72
13¼ lbs. sugar, 1 00; 1 lb. tea, 50; 2 galls. molasses, 50,	2 00
2 lbs. tobacco, 67; 1 bag salt, 20; ¼ lb. snuff, 6,	93

\$1511 44

Sold off the Farm.

1850.			
March	2.	To G. Perley 1 watch,.....	\$3.00
		E. Jones 7½ lbs. butter,.....	1.34
		I. Fuller 3½ lbs. cheese,.....	.28
		W. B. Burnham 3½ lbs. cheese,.....	.28
		B. Bradford 5¼ do.,.....	.42
April	6.	L. R. Mills 3¼ do.,.....	.26
	7.	R. Sargent 1 lb. yarn,.....	.75
		P. Brown 10 lbs. tallow,.....	.80
	8.	J. Burnham 125 sleepers,.....	24.28
	9.	J. Burnham ox wagon to Manchester,.....	.50
	12.	Mr. Welch do.,.....	.25
	13.	D. Story do.,.....	.25
		E. Jones 7 lbs. butter,.....	1.25
	22.	S. Flanders 6 qts. soap,.....	.15
		L. R. Mills 1 bush. corn,.....	.92
	26.	W. L. Flanders 1 lb. rolls,.....	.34
		S. Flanders 1 lb. do.,.....	.34
		B. Burnham 2½ lbs. cheese,.....	.20
		Manchester 2 bush. wheat,.....	3.00
May	1.	T. L. Jones 2 bush. do.,.....	3.00
	2.	D. Elliott 1 bush. do.,.....	1.50
		J. Stinson 3 lbs. cheese,.....	.25
	6.	S. Flanders 1 gal. vinegar,.....	.13
	8.	S. Flanders 1 lb. rolls,.....	.34
		S. Flanders 5 lbs. butter,.....	.75
	22.	R. Fuller 1 calf,.....	3.00
	30.	Manchester 4 bush. oats,.....	1.80
		Manchester 12 lbs. butter,.....	2.04
June	11.	Manchester 4 bush. potatoes,.....	1.33
		Manchester 30 lbs. butter,.....	5.00
	12.	W. L. Flanders 1 lb rolls,.....	.33
		M. Hadley 1 gall vinegar,.....	.17
	15	L. R. Mills 1 bush. corn.....	.90
		L. R. Mills ½ bush. wheat,.....	.75
	15.	Silas Burnham ox wagon to Manchester,.....	.75
	29.	S. Flanders 1 bush. wheat,.....	1.50
July	15.	R. Fuller 1 calf,.....	3.00
	20.	W. B. Burnham 6 3-4 lbs cheese,.....	.33
	22.	H. Fuller 1 beef,.....	20.00
	30	Mr. Sargent 4 bush. potatoes,.....	1.00
	31	S. Hadley 1 gall. vinegar,.....	.17
Aug.	1.	S Flanders 6 qts. soap,.....	.15
	3.	L. R. Mills 1 bush. corn,.....	.90
		S. Flanders 1-2 bush. potatoes,.....	.12
		B. Burnham 5 1-2 lbs. cheese,.....	.26
		J. Colby 2d 7 1-2 lbs. cheese,.....	.37
		H. Fuller, 1 calfskin and 3 pelts,.....	2.00
		Manchester 30 lbs butter,.....	5.00
		L. R. Mills 2 cords wood,.....	4.00
		Do 6 3-4 lbs cheese,.....	.34
		A. Woodbury 18 lbs veal,.....	.90
	23	A. Poor, 1 pair oxen,.....	82.50
		B. Burnham 4 1-2 lbs cheese.....	.22
Sept.	9	Manchester 6 cords wood,.....	24.00
		Boot between horse and oxen,.....	55.00
		W. L. Flanders 2 1-2 lbs rolls,.....	.83
	14	Manchester 3 cords wood,.....	12.00
		B. Burnham 5 1-2 lbs cheese,.....	.27

Sept. 25	Manchester 3 cords wood,.....	12.00
	Joseph Sargent for pasturing,.....	5.00
30	S. Flanders 6 qts soap,.....	15
Octob'r 4	Manchester 3 cords wood,.....	12.00
10	W. L. Flanders 16 3-4 lbs cheese,.....	84
12	B. Burnham 6 do do.....	30
	Manchester 1 1-2 cords wood,.....	6.00
24	S. Flanders 2 lbs rolls.....	67
25	R. Sargent 7 lbs cheese,.....	35
	J. Burnham 1 lb rolls 42, I. Richards 5 do 1.83.....	2.25
31	Mr. Welch 2 do 83, H. Kidder 3 do 1.00,.....	1.83
	S. Flanders 6 qts soap,....	15
Nov'r 6	W. Perley, 32 lbs beef 1.44, D. Taggart 120 do 6.00,....	7.44
	S. Willey 6 do 48, W. L. Flanders 7 do 56,.....	1.04
	S. Flanders 47 do,.....	2.12
9	S. Flanders 6 qts soap 15, Manchester 1 1-2 cds wood 5.50.5.65	
	E. Dow 7 1-4 lbs beef 36, W.B.Burnham 4 1-2 lbs cheese, .58	
	A. Mills 2 1-4 lbs cheese 12, A. Head 9 prs socks 2.70,....	2.82
	J. Burnham use of oxen,.....	3.00
14	Manchester 1 1-2 cords wood,.....	4.50
20	S. Burnham pumpkins 1.00, Manchester 8 bsh apples,	5.00
	L. Clement 1 tailor's goose, shears and sieve,.....	1.50
26	Do 58 lbs beef 2.32, E. P. Kimball 147 do.....	9.67
	R. Martin 140 lbs do 7.00, W.L.Flanders 8 1-2 lbs cheese..	7.43
30	A Mills 6 lbs do 30, W.T.Sanford 4 lambs 5.33,.....	5.63
	Do boot between oxen,.....	1.50
Dec'r 7	H. Fuller 2 beeves hides,.....	6.07
	J. Dodge sundry articles furniture his mother bro't to	
	alms-house,.....	10.00
9	S. Flanders 6 qts soap, 15, 4 1-2 lbs butter 85,.....	1.10
	Manchester 1 bbl cider.....	2.25
14	W. Perley 3 1-4 lbs rolls 1.25, G. Perley 2 prs socks 60,....	1.85
	A. Woodbury use of oxen,50
18	J. Clement 1 lb rolls 42, W.B. Burnham C. Senter's labor 2.29	
	A. Poor pasturing oxen 2.00, J. Little 1 bull 13.00,.....	15.00
1851.		
Jan'y 3.	W. Perley 14 lbs beef	73
4	S. Flanders 6 qts soap 15, 6 lbs cheese 30,	45
8	Joseph Stevens 29 lbs butter,.....	5.22
11	S. Flanders 2 1-4 do 40, H. Fuller 65 lbs hide 2.92.....	3.32
16	J. Leach 1 pr steers 65.00, A Mills 4 1-2 lbs cheese 36....	65.36
	S. Willey 6 1-2 lbs tallow	52
Feb'y 1	T. L. Jones 1 lb rolls 42. 14th S. Flanders 4 $\frac{1}{4}$ lbs butter 77. .	1.19
18	E. Jones 7 lbs butter 1.16, 22d R. Sargent 3 $\frac{1}{4}$ lbs cheese 26. .	1.42
24	R. Sargent 2 pr socks 75, 25th to 6 qts soap 15,.....	.90
March 1	H. Fuller 1 calf.....	4.50
1850.	Sold to Kidder & Co.—	
April 17—6 prs socks.....		1.80
May 4—2 prs socks 60; 21st 5 5-8 lbs butter 1.01.....		1.61
June 28—8 prs socks.....		1.84
July 12—5 prs do 1.15, 5 lbs dried apples 50,.....		1.65
Nov. 27—2 prs socks 60,—Dec. 18, 4 prs socks 1.20.....		1.80
1851		
Jan. 15—7 prs socks 2.41, 22 $\frac{1}{4}$ lbs chickens 2.00, 10 1-2 do 74		3.58
Feb. 4—2 doz eggs,.....		36
28—4 $\frac{3}{4}$ doz eggs, 66, 13 prs socks 3.97, 8 $\frac{1}{4}$ lbs butter, 1.32,.....		5.95

Amount.....\$517.66

1850

Bo't on to the Farm :

March	7,	Of E. R. Poor, 3 lbs. sugar,	24
	20,	" 20 ft. rope,	20
	20,	" 6 lbs fish,	21
	20,	" 1 lb. coffee,	14
	25,	B. Lord, 2 lbs. raisins,	8
April	12,	" 1 lb saleratus,	6
May	4,	H Fuller, 14½ lbs. veal,	73
	4,	Mr. Stearns, 1 bed cord,	20
	4,	B Lord, 8 lbs of saleratus,	50
	8,	Pedlar, 1 broom,	25
	21,	W. Brown, 8 shad,	1 00
	28,	Benj. Whipple, 3 shad,	50
	30,	Manchester, 30 lbs. nails,	1 50
	30,	" 1 bottle castor oil,	20
	30,	H. Fuller, 19½ lbs. veal,	78
June	3,	B Green, sawing shingles,	2 75
	18,	Manchester, 9 yds. calico,	88
	18,	" 500 lbs. plaster,	2 00
	27,	B. Lord, 2 galls. molasses,	44
	27,	" 1 hat,	13
July	4,	Manchester, 2 hats ; 1 cap ; 1 yd. calico ; 2 hay forks,	2 54
	12,	Manchester, 3 rakes,	90
	12,	" 1 qt. alcohol,	18
	15,	W. Richards, 1 scythe,	87
	15,	" 1 snath,	55
	15,	" 1 lb ginger,	10
	15,	H. Fuller, 15 lbs. veal,	75
	15,	" 8 runnet skins,	72
	22,	" 100 lbs. beef,	5 00
Aug.	22,	W. Richards, ½ lb. tea,	23
	22,	" ½ lb. tobacco,	12
	22,	W. Perley, 10 lbs. veal,	50
	22,	Pedlar, biscuit,	22
	22,	" 1 bottle bed-bug poison,	25
	24,	N. W. Sherburne for labor,	30 00
Sept.	9,	Manchester, 1 qt. oil,	38
	18,	" 1 pair boots,	2 50
	21,	" 1 pr suspenders, 13 ; pail and broom,	47
	21,	9 yds. print and cap, 1.75 ; 1 pr. boots 1.08,	2 85
	27,	J. McCurdy for threshing,	2 72
Oct.	4,	Manchester, 1 pair boots, 2 40 ; do do 1 65 do do 95,	5 00
	4,	" 8 yds. print,	1 00
	4,	" 12¾ do 1 02 ; 1 lb tobacco	1 27
	9,	" 2 cider barrels,	2 00
	12,	Samuel Kimball, coffin,	2 50
	19,	Manchester, 3 locks,	87

	19,	H. Fuller, 77 lbs. beef,	4 23
	"	Cheney & Fogg, 1 horse,	125 00
Nov.	5,	Manchester, cap and muffler,	1 83
	8,	" cap,	1 00
	20,	" ax and handle, 1 25; shovel,	2 25
	"	" 2 bush. salt, 1 00; 13 lbs sugar,	2 04
	"	Pedlar, pail and broom,	35
	21,	" biscuit,	25
	29,	W. L. Flanders, labor on buildings,	4 93
	"	Manchester, 18 buttons, 8; pr. boots, 2 25,	2 33
Dec.	2,	J. Colby 2d, digging grave,	1 50
	7,	Manchester, 1 qt. oil, 37; 1 lb. tea, 50,	87
	13,	B. Lord, 2 lbs. coffee,	28
	18,	Manchester, 1 pr. boots, 1 25; 1 pr. 2 50,	3 75
	"	" 1 hd'f, 12; 1 do 13,	25
	23,	W. B. Burnham, ox wagon to Manchester,	3 25
	"	" " 1 ox bow,	17
	28,	Manchester, Sanders' Reader,	17
1851			
Jan.	3,	W. Perley for butchering,	1 67
	"	School tax paid,	11 38
	4,	W. Richards, 1 lb. tobacco,	30
	11,	Manchester, 2 whip lashes,	10
	"	" 2 bush salt,	1 00
	"	J. Burnham, use of cider mill,	80

\$247 66

1850 Of J. S. Kidder & Co

March 30,	13	1/4 lbs sugar, 1 00; 1 lb ginger, 12; 1 lb tobacco, 25; 1 lb do 12; 1 lb tea, 50; 100 lbs fish, 3 00; 1 kit mackerel, 1 50; 2 lbs coffee, 25,	6 74
April 17,	2	galls molasses, 50; 4 lbs coffee, 50; 2 balls wicking, 10; 2 cards, 20; 32 yds sheeting, 2 40	3 70
	23,	1 1/4 bush grass seed, 4 37; 15 lbs clover seed, 1 87; 1 pt H. gin, 25; 1 lb salts, 12; 1 lb sulphur, 10; 1 bush salt, 45,	7 16
May 4,	5	yds denim, 62; 2 galls molasses, 50; 14 lbs sugar, 1 00; 1 lb tea, 50; 2 1/2 oz indigo, 25,	2 87
	21,	2 galls molasses, 50; 2 bags salt, 40,	90
June 11,	14 1/4	lbs sugar, 1 00; 5 lbs coffee, 45; 1 bush salt, 42; 2 galls molasses, 5; 1 lb tea, 50; 2 lbs tobacco, 50,	3 37
	18,	8 yds F. S. stuff, 88; 4 yds sheeting, 25; 1 pt gin, 25; 1 doz biscuit, 17,	1 55
	29,	5 yds linen, 1 25; 3 spools thread, 6,	1 31

July	4,	1 yd linen,	25
	12,	6 yds sheeting, 42; 10 yds print, 63; 2 doz buttons, 8; 1 hdk'f, 40; 1 do 13; 1 thimble, 3; biscuit, 17; 5 lbs rice, 25; 1 oz otter, 8; 2 galls molasses, 50; 14½ lbs sugar, 1 00; 1 lb tea, 50,	2 77
	22,	1 kit mackerel, 1 75; 1 bush salt, 42,	2 17
	29,	15 lbs sugar, 1 00; 2 galls molasses, 50; 2 lbs tobacco, 50; 5 lbs coffee, 50; 1 lb alum, 8; 1 lb tea, 50; 6 yds cloth, 75; 2½ qts alcohol, 47,	4 10
Aug.	23,	14½ lbs sugar, 1 00; 2 lbs tobacco, 50; 2 lbs tobacco, 25; 5 lbs coffee, 50; 1 lb tea 50; 100 lbs fish, 3 50; 28½ yds sheeting, 2 14,	8 39
	28,	1 bush salt, 42; 2 bags salt, 34; 5 lbs saleratus, 30,	1 06
Sept.	7,	2 galls molasses,	50
	14,	15 lbs sugar, 1 00; 1 lb tea, 50; 1 lb E. salts, 13; 9 yds print, 1 12,	1 75
	23,	2 galls molasses, 50; 10 yds satinett, 5 00; 22 yds sheeting, 1 65; 5 lbs coffee, 55; ½ lb linen thread, 16,	7 86
Oct.	10,	1 lb tea,	50
	12,	14½ lbs sugar,	1 00
	19,	2 galls molasses, 50; 2 lbs tobacco, 56; 2 lbs tobacco, 28,	1 34
Nov.	4,	10 lbs nails, 40; 1 lb w. nails, 12; 1 lb tea, 50; 3 lbs coffee, 45,	1 47
	9,	2 galls molasses, 50; 5 lbs saleratus, 30,	80
	27,	2 galls molasses, 60; ¼ lb spice, 5; ¼ lb casia, 12; 2 lbs coffee, 25; 2 lbs tobacco, 60,	1 60
Dec.	18,	9 yds print, 81; 5 yds print, 33; 30 yds sheeting, 2 33; 2 oz thread, 16; 1 muffler, 30; 1 pair mittens, 33; 4 bowls, 26; 2 sets teas, 42; ¼ lb snuff, 6; 1 lb tea, 50; 13½ lbs sugar, 1 00; 2 balls wicking, 12; 1 lb ginger, 12; 2 lbs redwood, 10; ½ lb alum, 4; 4 lbs coffee, 50; 11½ yds demin, 1 33; 2 galls molasses, 50; 2 lbs tobacco, 60; 2 lbs do 33,	10 92
1851			
Jan.	11,	2 galls molasses, 60; 1 lb tea, 50; 2 lbs saleratus, 12; box mustard, 20; green jacket, 1 25; 5 yds flannel, 63; 14 lbs sugar, 1 05; 2 lbs tobacco, 67; 5 lbs crash, 45,	5 92
	15,	¼ lb saltpetre, 4; 1 oz camphor, 7; ¼ lb snuff, 6; 5 lbs coffee, 63,	81
	23,	1 lb tea, 50; ¼ lb pimento, 5; 2 galls mo-	

		lasses, 60; linen, 14; 1 pair ox-bows, 33,	1 62
Feb. 1,	14 lb	sugar, 105; 2 lbs tobacco, 67; 2 lbs do 24; $\frac{1}{4}$ lb peper, 4; pint gin, 25; 2 lbs tea, 1 00; 3 yds satin, 1 50,	4 75
28,	12 lbs	sugar, 1 00; 5 lbs coffee, 62; 1 lb tea, 50; 2 galls molasses, 50; 2 lbs tobacco, 67; bag salt, 20; $\frac{1}{4}$ lb snuff, 6,	3 55
			<hr/>
			\$92 06

1850 Of S. Burnham :

June 35,	Hoe and handle,	48
Aug. 15,	6½ lbs sugar, 50; 1 lb saleratus, 9; 2 galls molasses, 56,	1 14
Sept. 23,	1¾ yds cambric, 23; Muslin and tape, 26,	79
1851		
Feb. 20,	1 gall molasses, 30; 1 lb coffee, 13; 1 set needles, 4,	47
25,	1 lb tobacco, 32; 1 lb raisins, 13,	45
		<hr/>
		\$3 33

1850 Of L. R. Mills :

March 4,	Repairing boots and finding stock,	54
21,	" " " "	16
30,	" " " "	42
May 21,	" " " "	67
28,	1 yair shoes,	75
29,	" "	38
30,	Repairing boots and finding stock,	67
June 29,	1 pair shoes,	67
Aug. 3,	" " 1 00 ; 1 pr 42 ; 1 pr 50,	1 92
17,	Repairing boots and finding stock,	60
Dec. 6,	1 pr boots,	75
23,	Repairing boots, 8 ; 1 strap, 10,	18
1861		
Jan. 6,	" "	25
17,	" shoes, 25 ; 1 pr boots, 83,	1 08
20,	Repairing boots and finding stock,	42
Feb. 4,	" " " "	50
6,	" " " "	40
		<hr/>
		\$10 36

1850 Of W. H. Wilson :

Sept. 10,	1 pair kip shoes,	1 25
-----------	-------------------	------

1850 Of Simeon Flanders :

April 9,	Shoeing horse, 33; shoeing oxen, 42,	75
19,	Shoeing oxen,	42
25,	Sharpening P. irons,	25
29,	" " 56; do do 25	75
May 9,	Shoeing ox,	13

	10,	Bolting yoke,	25
	22,	Steeling p. irons,	50
	23,	Shoeing oxen,	42
	30,	Shoeing horse, 27 ; repairing chain, 6,	23
June	19,	Sharpening p. irons, 25 ; repairing chains, 13,	38
	20,	Shoeing horse,	17
July	3,	Repairing fork,	13
	12,	Making wedges,	13
Aug.	9,	Shoeing horse,	56
	28,	" oxen,	84
	29,	" "	42
Sept.	10,	Making hinge, 8 ; shoeing horse, 25,	33
Oct.	21,	Shoeing oxen,	25
	24,	" horse, 40 ; " ox, 6 ; repairing chain,	52
	28,	Cops pin,	17
Nov.	8,	Shoeing oxen,	50
	12,	Making hinges, 50 ; making hasp, 17,	67
	22,	Shoeing oxen,	2 83
Dec.	9,	Repairing chains,	13
	13,	Shoeing horse, 50 ; repairing hasp, 8,	58
	20,	Shoeing oxen,	1 42
	21,	" " 1 42 ; repairing chains, 6,	1 48
	24,	Repairing pitch fork,	10
1851			
Jan	10,	Beetle rings,	50
	11,	Repairing chains, 13 ; repairing ring, 17,	30
	13,	" "	06
	27,	" staple,	17
	29,	" chains, 6 ; shoeing oxen, 33,	39
Feb.	4,	Wedges,	50
			<hr/>
Value of stock, tools, produce, &c. March 1, 1851,			\$17 17
"	"	" " " " " " " "	\$1511 44
			<hr/>
Amount more than in 1850,			1395 81
"	sold off the farm,		115 63
"	received and due for 6 paupers,		517 66
			<hr/>
			265 75
			<hr/>
			\$899 04
Interest on town property,			337 78
Money tax			17 34
Services of Superintendant,			160 00
Amo't of shoemakers, blacksmith and other bills,			371 83
Value of wood and lumber on the stump,			55 50
			<hr/>
			\$942 45
Balance against the farm,			\$43 41
Nunnumber of paupers from 9 to 13.			

Money paid out by P. Brown :

For Horse hire,	\$4.29
For Stationery, &c.,	3.00
J. Webber, Jr., for doing military duty,	1.00
In the case of Dunbarton vs. J. C. Palfrey, to witness,	2.72
H. L. Burnham, for expenses to Warner,	73
For Sheriff,	8.23
For Council,	5.00
For Wells, a County pauper,	1.00
D. Clough, for support of J. A. Clough's child, a pauper, at sundry times,	20.00
For postage,	40
David Steel, for making complaint and warrant for the arrest of J. C. Palfrey,	2.00
Into Town Treasury,	180.00
Expenses in obtaining pauper money,	37
	<hr/>
	\$228.74

1850.		Cr.
April 17.	By cash rec'd of the county of Merrimack, for the support of County paupers,	\$23.30
Oct. 17.		27.75
Feb. 20, 1851.		112.00
	By Cash rec'd from State Treasurer, for Railroad tax,	79.50
		<hr/>
		\$242.55

1850. *Bill for services as Selectman;—*

March 25.	1 day at town farm to settle with Superintendent,	\$1.00
26.	1 day at Concord, to present county pauper account,	1.00
27.	$\frac{1}{2}$ day on pauper business,	50
29.	1 day to Concord, on pauper business,	1.00
April 6.	5 days taking inventory,	5.00
8.	$\frac{1}{2}$ day taking inventory ; $\frac{1}{2}$ day making taxes,	1.00
9.	$\frac{1}{2}$ day making taxes ; $\frac{1}{2}$ day on Palfrey case,	1.00
13.	4 days making taxes, &c.,	4.00
19.	1 day at the trial of J. C. Palfrey,	1.00
July 4.	$\frac{1}{2}$ day making and recording school orders,	50
Sept. 14.	1 day making warrants, &c., for town meeting,	1.00
30.	1-2 day taking inventory and making tax for S. Dist. No. 1,	1.00
Oct'r 8.	1-2 day making out county pauper's account,	50
17.	1 day to Concord, on pauper business,	1.00
Nov. 13.	1-2 day making tax for School District No. 3,	50
Dec'r 7.	Regulating Jury box,	50
9.	Journey to town farm on pauper business,	50
1851.		
Feb'y 22.	1 day making warrant, &c., for town meeting,	1.00
	3 days in obtaining county pauper's money,	3.00
March.	2 days preparing town reports,	2.00
		<hr/>
		\$27.00

Deduct balance on cash account,

13.81

\$13.19

We, the undersigned, have examined the foregoing account and find it correctly cast and duly vouched.

HENRY PUTNEY,
DANIEL N. PARKER, } *Auditors for*
JONA. IRELAND, JR, } *the town of*
 } *Dunbarton.*

1850. *Henry L. Burnham's bill for services as Selectman—*

March	25.	1 day at the town farm,	\$1.00
April	6.	5 days taking inventory,	5.00
	8.	1-2 " "	50
	9.	1½ day to Warner on the Palfrey case, and making arrangement for the trial,	1.50
	13.	4 days making taxes,	4.00
	19.	1 days attendance at the trial of J. C. Palfrey,	1.00
	25.	1 day on pauper business,	1.00
	27.	2 days bounding school dist., and making return of the same,	2.00
Sept.	14.	1 day making warrants, &c., for town meeting,	1.00
	30.	1-2 day making school tax in District No. 1,	50
Oct.	8.	1-2 day making out pauper account,	50
	10.	1 day on pauper business,	1.00
	11.	Paid Mrs. Ordway for washing for G. Woodbury,	50
	22.	1-2 day at the town farm on pauper business,	50
Nov'r	13.	1-2 day making school tax, for District No. 3,	50
Dec.	7.	Regulating jury box,	50
	25.	1-2 day on pauper business,	50
Feb'y	22.	1 day making warrants, &c.,	1.00
March	4.	3 days making out town report,	3.00
			<hr/>
			\$25.50

1850. *John C. Ray's account as Select man—*

March	25.	1 day at town farm,	1.00
April	6.	5 days taking inventory,	5.00
	8.	1-2 " "	50
	"	1-2 day to Goffstown,	50
	12.	4 days making taxes,	4.00
	16.	1 day to Goffstown on pauper business,	1.00
	19.	1 day at the trial of J. C. Palfrey,	1.00
	27.	2 days bounding School district and making return of the same,	2.00
Sept.	14.	1 day making warrant &c. for town meeting,	1.00
	30.	1 day taking inventory and making tax for sch. dist. No. 1,	1.00
Oct.	8.	1-2 day on pauper account,	50
	22.	1-2 day at town farm on pauper business,	50
	28.	1 day taking inventory in sch. dist. No. 3,	1.00
Nov.	13.	1-2 day making tax for sch. dist. No. 3,	50
Dec.	7.	1-2 day revising jury box,	50
	25.	1-2 day at town farm on pauper business,	50
Feb.	22.	1 day making warrant for town meeting,	1.00
March	5.	2 days making town report,	2.00
			<hr/>
			\$23.50

1850. *Leonard Rowell's bill for services as Town Clerk—*

For issuing precept and delivering the same to constable,	50
For record warrant and proceedings of annual meeting,	1.50
For making return of votes to secretary and clerks' offices,	1.00
For Recording appointments,	34
For recording notice and return of land sale,	20
For recording a return of a division of the town into sch. districts,	2.00
For recording inventory of taxes for 1850,	3.00
For notifying jury meeting and drawing jurors, &c.,	75
For recording warrant and proceedings of Oct. meeting	1.00
For making return of votes,	1.00
For recording school-house tax for Nos. 1 and 3,	1.00
For notifying jury meeting and drawing jurors,	75
For recording marriages,	18
	<hr/>
	\$ 13.22

Timothy L. Jones' bill—

For services as town treasurer,	10.00
For cash paid for recording deed,	42
	<hr/>
	10.42

John M. Putnam's bill—

For services as one of the S. S. Committee,	10.00
---	-------

Samuel Cooke's bill—

For services as S. S. Committee,	\$10.00
----------------------------------	---------

S. Smith Page's bill—

For services as S. S. Committee,	\$8.50
----------------------------------	--------

Dr. Little's bill—

For medical attendance upon G. Woodbury and others,	\$5.87
J. Buntin's bill for repairing bridge,	2.00
Henry Putney's bill for services as auditor,	1.00
Daniel H. Parker's bill for " "	1.00
Jona. Ireland, Jr. bill for " "	1.00

Amount of parsonage, school, and surplus notes, principal and interest
in the hands of the town treasurer, March 1, 1850, \$2585.21

Money in the treasury, 340.64

Amount due on T. J. Clifford's collecting, 14.00

School and town taxes, 1095.30

Literary money, 33.34

Interest on money lent, 2.15

Received for county paupers, 100.50

" " R. R. Tax, 79.50

March 1, 1851. Interest on notes for the year 1850 to 1851, 143.47

\$4394.11

Amount of Parsonage, School and surplus notes, principal
and interest, in the hands of Treas. March 1, 1851, \$2410.83

Paid for schools, 562.96

Interest on parsonage fund, 250.00

Town officers for '49, and other incidentals. 114.71

T. J. Clifford's collection for '49, 14.00

T. Johnson, for lumber for bridge, 13.79

N. Gutterson, " " " 2.20

D. Clough, for the support of J. A. Clough's child, 10.00

N. Gutterson, for bridge, 3.00

Abatement of taxes, 6.19

T. J. Clifford, for services as constable, 3.06

T. J. Clifford, " collector, 20.00

Soldiers, 43.50

Non-Resident highway tax, 58.80

On town's notes, 294.76

Money in the treasury, 569.00

" due from Treasurer, 17.31

\$4394.11

State of the Town Treasury:

Amount of parsonage, school and surplus notes, principal and interest, in the treasury, March 1, 1851,	\$2410.83
Money in the treasury,	569.00
Money due from Treasurer,	17.31
	<hr/>
	\$2997.14
O. Bailey's, T. J. Clifford's and E. C. Paige's notes against the town,	\$1366.81
Amount of outstanding bills for the services of town offi- cers, &c.,	125.20
Printing the town report,	15.00
	<hr/>
	\$1507.01
Balance in favor of the town,	\$1490.13
State and County Taxes, assessed and paid,	\$374.11
PALTIAH BROWN, HENRY L. BURNHAM, JOHN C. RAY,	} <i>Selectmen of Dunbarton.</i>

THE
ANNUAL REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF DUNBARTON,

FOR THE YEAR ENDING MARCH,

1851.

REPORT.

FELLOW-CITIZENS :—The Committee appointed by you for the supervision of the Schools in this town, having attended to the service assigned them beg leave to exhibit before you a brief statement of the condition of the Schools, accompanied with a few practical remarks on topics to which they deem it important to call your attention.

DISTRICT NO. 1.*—*Summer School, Miss S. F. Stearns, Teacher.*—This is one of the largest Schools in town. There are some very good scholars. As a teacher, Miss Stearns was well qualified. The government of the school was deficient. There was a want of application to study, on the part of some of the scholars. But few of the scholars were much advanced. Still, on the whole, there was a commendable improvement. The interest felt for education in this district we should think is on the increase. No visit to the School this term from the Prudential Committee, or any of the citizens.

Winter School—Mr. John Gutterson, Teacher. Quite an improvement has been made in the construction and convenience of this school-house since the close of the last term. This School was Mr. Gutterson's first effort in teaching. He was qualified, and faithful in the discharge of his duties. The appearance of the School at the commencement was not the most promising, but as the term advanced there was a change for the better. Some of the classes appeared well, and all of them had made a degree of proficiency. The teacher's success was satisfactory to the most of the friends of the School.

DISTRICT NO. 2.—*Summer School, Miss A. H. Burnham, Teacher.*—This School is large, and a number of the scholars are in quite a forward state, for children of their age. Under the care of their well qualified and faithful teacher, they made good advancement in their studies. More rigid discipline would not have been amiss; though, in this respect, the School would not suffer in comparison with schools in general.

* Districts visited and reported by Mr. Cooke, Nos. 1, 5, 8; by Mr. Page, Nos. 4, 7, 9; by Mr. Putnam, Nos. 3, 6, 10; No. 2, by Messrs. Cooke and Putnam in company.

Winter School, Mr. John C. Ray, Teacher. The teacher was well qualified in the sciences taught, much interested in his work, and successful in his endeavors to promote the advancement of the pupils in useful knowledge. The answers of the scholars to the questions put, were generally very prompt and accurate. The remark made concerning the summer school, in respect to discipline, will apply to the winter school.

DISTRICT NO. 3.—*Summer School, Miss Caroline E. Haseltine, Teacher.* There was a great want of activity and energy in this School, both on the part of teacher and pupils. The teacher, however, appeared amiable, and desirous to promote the good of her pupils, and a degree of improvement was made.

Winter School, Miss Harriet E. Frye, Teacher. The teacher maintained in this School the good reputation she had already acquired in the summer school (District No. 6,) for energy, activity, and success in her employment. The School at the examination appeared to have been thoroughly taught, and to have made good improvement.

DISTRICT NO. 4.—*Summer School, Miss Antoinette B. Putnam, Teacher.* The general aspect of this School was highly encouraging. The teacher was much interested in the welfare of her scholars, and labored assiduously for their improvement. There seemed to be a good degree of unanimity of feeling between the teacher and scholars, and the final inspection showed thoroughness of instruction, and very good proficiency in all the branches taught. The compositions were deserving of much praise.

Winter School, Mr. Peltiah Brown, Teacher. The examination of this School at its close was very interesting, and highly creditable to the teacher and scholars. It is not often that we find scholars who will bear so critical an examination as those in this School. Mr. Brown's mode of instruction was very thorough, and the discipline good. In the government of this School the teacher did not overlook those very important items which are so often neglected by teachers,—the importance of self government, and the formation of correct moral habits. These he labored hard to impress upon the minds of his pupils, and we should judge, by their general deportment, that he was very successful in his efforts in this respect. The compositions were very good, and creditable to their authors. On the whole, we regard the School in this district, both summer and winter, as decidedly one of the best taught schools in town.

DISTRICT NO. 5.—*Summer School, Miss — Locke, Teacher.* The general advancement of this School was satisfactory. Several of the classes in reading, spelling and arithmetic, deserve commendation. The average attendance was little more than half the whole number. Miss Locke was interested in the work of giving instruction. Her government of the School was rather mild; and it was found that these gentle influences imposed but a feeble restraint upon her more unruly scholars.

Winter School, Mr. J. P. Jameson, Teacher. Labor was bestowed to advance the interest of the School; and, to a good extent, Mr. Jameson was successful; but he was deficient in government, and not requiring a proper

regard for his authority at the commencement of the school, it was difficult to secure it at a later period. In this School are a number of well disposed and good scholars. The general attendance was rather irregular. This school needs a teacher firm and decided;—one who, when he issues his commands, will see that strict obedience is paid to them.

DISTRICT NO. 6.—*Summer School, Miss Harriet E. Frye, Teacher.*—The teacher manifested a good degree of energy in manner, and thoroughness in her instructions, and the improvement was good.

Winter School, Mr. John B. Ireland, Teacher.—Mr. Ireland labored under the disadvantage of having a School small in numbers, and not very far advanced in the sciences; but it exhibited evidence of good improvement at the examination. Mr. I. has an aptness to teach, a thoroughness in instruction, and a firmness and decision in government, which properly rank him among our best teachers.

DISTRICT NO. 7.—*Summer School, Miss Elizabeth H. Wilson, Teacher.*—The teacher manifested a good degree of interest in her employment, and succeeded in gaining the confidence of her pupils. The examination exhibited a respectable advancement in the several studies pursued. Much praise is due Miss Wilson for having, in the discipline of the School, so high a regard for the good conduct of her scholars *out* of the school-room as well as in it, and also trying to instil into their minds principles of morality. These we consider indispensably necessary to the right government of a School.

Winter School, Mr. Charles G. B. Ryder, Teacher.—This School was managed successfully. The teacher labored faithfully for the improvement of those under his care, and the large number of questions answered at the close, gave evidence that the scholars were familiar with their studies and had made commendable progress. Mr. Ryder, in government, was firm, securing the respect and obedience of his pupils.

DISTRICT NO. 8.—*Miss Harriett Nichols, Teacher,* of both Summer and Winter Schools. The School is small as to numbers, but the most of them are very good scholars, for youth and children of their age. Your Committee have seldom witnessed greater improvement in so short a period of time. Every scholar seemed interested in his studies; few idle, none disorderly; and all very uniform in their attendance. We were pleased with the ingenious expedients employed by the teacher to awaken an interest in the scholars, and, at the same time, to communicate collateral and very useful instruction. Miss Nichols possesses rare qualifications for teaching. There was a thoroughness in nearly all the recitations listened to, which showed most conclusively that the scholars had applied themselves to study, and had learned to think for themselves. She has secured what is not always realized by a teacher,—the love and respect of the scholars, the esteem and confidence of the parents and the Committee. The compositions were excellent.

DISTRICT NO. 9.—*Summer School, Miss Nancy C. Stinson, Teacher.*—The general appearance of this School was very good. The teacher

was thorough in her instruction and successful in her government. The progress made by this School was of a very pleasing character, considering its length.

Winter School.—The winter term was also taught by Miss Stinson. The teacher was evidently well qualified for her task, and had performed her duties with fidelity. The closing review indicated that the attainments made by the several classes were honorable to both teacher and scholars.

DISTRICT NO. 10.—*Winter School, Mr. Henry L. Burnham, Teacher.*—In this district there was but one term. The School was quite small, but contained some good scholars. The teacher was faithful and thorough, and appeared to be solicitous to do all in his power for the good of his pupils, and the improvement was quite respectable.

Your Committee are happy to be able to say, that quite an impulse was given to our Schools the present year by the visit of the County Commissioner, Professor ROBERTS. He evidently made a good impression here, and we hope his labors will be promotive of lasting good. We were particularly pleased with the stand he took in relation to the importance of *moral* instruction in our Schools, which he placed first in order, as that which is essential to give a right direction to all our mental acquisitions. In consequence of the interest awakened by this visit, together with the remarks made on the occasion by different individuals, the teachers of our Schools were led to hold a series of weekly meetings for their mutual benefit, which we trust have proved profitable, both to themselves and others.

Your Committee, as suggested at the commencement of this Report, would now call your attention to several important topics, on which they wish to submit, for your consideration, some remarks.

1. *School-Houses.* A great deal is depending in relation to the prosperity as well as comfort of our Schools, on having good School-houses. The School-houses generally, in this town, are not of a high order. Some of them have been repaired during the past year, and have been made quite comfortable, compared with what they once were; but others remain in their shabby, uncomfortable, dilapidated state.

Your Committee are not entirely satisfied with any of School-houses in their present form, though some of them are in quite good order, not failing essentially, save in respect to internal construction. Concerning the location and construction of School-houses, we submit the following remarks.

The location of a School-house should be pleasant, open and healthy, with ample room for play grounds for the children, without intruding upon the highway. The house itself should be of ample dimensions, the vacant space and teacher's platform occupying nearly the same area on the ground as the seats for the accommodation of the scholars. The walls should be twelve feet high, so that the children may not be compelled to breathe the bad air, which naturally ascends. There should be conveniences for ventilating the house, by means of openings in the ceiling, (to be opened and shut at pleasure) into the attic story; and likewise by letting down the windows from the top. To have the means of thus letting off the overheated and corrupt atmosphere, is very important to both the health and com-

fort of the School. Curtains also (*green* is the best color) should be provided for the windows, to keep out, as occasion shall require, the scorching rays of the sun, which not unfrequently prove a great annoyance to the pupils.

In relation to the internal construction of the house, we recommend that there be a separate seat and desk for each scholar. This is of no small importance, as it will tend to prevent whispering and disorder, and make every child responsible for the condition of his own seat. The desks should be made of hard wood, to prevent their being easily marred or defaced. The front of each desk will form the back of the seat before it,—inclining back just enough to give the top of the desk a sufficient slope for convenience in writing. The seats may take the form of a wooden chair bottom, and, with the desks connected with them, should be made fast to the floor by long screws. They should be of various heights, for the convenience of scholars of different sizes,—the back seats being highest, for the larger scholars. The seats should be from sixteen inches down to ten, in height, and the desks from thirty-one inches down to twenty. The seats should be placed a little nearer the left end of the desks than the right, to make it more convenient to write, and also to give open space at the right hand end of the desk, for the scholar to stand, as occasion shall require.

The aisles, on the outside of the room, next to the walls, should be about eighteen inches wide; the centre aisles, twenty-four inches; the aisles between the desks, sixteen inches. The teacher's desk should be on a platform, raised about sixteen inches, and placed next to the wall directly in front of the centre aisle. Movable seats should be provided, in front of the others, to be used for recitations, and other purposes. There should be two doors for entrance, one for boys, and one for girls; each having connected with it an ample entry, with hooks, (numbered to correspond to numbers on the desks,) on which to hang hats, bonnets, and over-garments, each scholar using only that number which corresponds to his desk. These large entries will answer another useful purpose. They will furnish recitation rooms for the smaller scholars, when monitors are employed for their instruction. There will also be space for a small room, behind the teacher's desk, and between the two entries, for the accommodation of the teacher; which may likewise be used, as occasion shall require, for purposes of recitation. It is hardly necessary to add, that the house, both within and without, should be neatly painted, and be furnished with proper out-buildings, for wood, &c.

Such a house would be an ornament and a blessing to the place where it should be erected. It is true, it would cost more than an ordinary house. But it would repay the extra cost an hundred fold, in the conveniences it would furnish, and the blessings it would impart, to those who should resort to it for instruction.

Cast your eye, for a moment, upon such a house,—beautiful for situation, the joy of the whole district and town in which it is located;—and then take a look at one of those dingy, loose-boarded, uncouth, ill-constructed, sorry-looking buildings, which you find in some desolate place by the wayside, where children, from year to year, have been compelled to collect together, for the high purpose of cultivating their moral, social and intellectual powers! Contemplate the two edifices, with all the appurtenances and conveniences of each,—and then say in which you will have your children educated. Look at the one, in its comely position,—with its well

proportioned architecture, its pleasant play-grounds, where the young spirits may bound like the roe, in the free and fresh air; look at its beautiful and stately walls,—its well arranged seats,—with their spacious area in front; its noble entries, and other conveniences, all wearing, within and without, an inviting aspect,—and compare this with the other rickety old concern; and then say, in which of these edifices you will have your child's mind moulded and his taste formed. Is there any mistake about your choice? even if it *does* cost a few more dollars and cents?

Fellow-citizens, we are in *earnest* on this subject. We wish to see at least *one* school-house in Dunbarton worthy of the place, and which may be looked at with pleasure, as a model, both for its beauty and convenience.

2. *Prudential Committee.* The office of prudential committee is one of great responsibility; and on the proper discharge of its duties much is depending. It is often made too much of an object, with those sustaining this office, to obtain cheap teachers. Not long since we heard of a district voting instructions to their committee, not to pay their teacher, for the summer school, over *one dollar* per week. Such economy is ruinous. It is contrary to all our reasonings in relation to other subjects. If we are sick, we wish a skillful physician, if any,—one who will be more likely to *cure* than to *kill* us. If we are to have a new garment made, we want a tailor who will *fit* us, and not one who will be likely to *spoil our cloth*. If we want our horse shod, we choose to have a blacksmith who is a workman, one who will “hit the nail on the head,” and give it its true direction. But if we want a school-teacher, to mould immortal minds,—to cultivate the moral, social, and intellectual natures of our children, and fit them to act well their part in the great drama of life,—*then*, we must look around for somebody who will do the thing *cheap*!

Such policy is as unwise as it is mean and preposterous. We venture to say, that the teacher who can be hired for one dollar a week, would be pretty likely to fall short, at least *one hundred per cent.* of earning her wages. The true policy is, to employ the very best teachers that can be obtained, and pay them wages accordingly. One month of good teaching is worth more than three that is indifferent.

Committees should bear in mind that they cannot legally employ a teacher, till he first obtain a certificate from the Superintending Committee, of his literary qualifications; and also furnish suitable evidence of possessing a good moral character. Should the teacher commence his school before obtaining the required certificate, no money, for the time kept previous to obtaining such certificate, can be legally granted by the selectmen to pay his wages. Nor is a teacher entitled to his pay till he shall make a report of his school, as required by law, to the Superintending Committee.

Prudential Committees should also bear in mind that they are required by law to notify the Superintending Committee, of the commencement of both the summer and winter terms of the schools, and give them all such information and assistance as may be necessary for the performance of their duties. They should, of course, give them seasonable information when the schools *close*, as well as when they *commence*. This duty has been greatly neglected by Prudential Committees in this town, by which the Superintending Committee have been subjected to great inconvenience. In consequence of such neglect, they have frequently been prevented from making their first visit in season; and, sometimes, from making their closing visit at all. We would likewise suggest to this Committee, the im-

portance of *visiting* the schools under their care, to see how those whom they have employed to manage them, are discharging their duty. These officers have not hitherto been very particular in this respect,—frequently not visiting the school at all, during its entire session.

3. *Qualifications of Teachers.* Teachers are not only required by law to produce testimonials of their literary qualifications, and to furnish evidence of their good moral character, but the law prescribes for them various *duties*, which they should consider themselves under obligation to discharge. This will be seen by the following extract from the statute :

“ It is the duty of all instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded ; and it shall be the duty of such instructor to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendencies of the opposite vices.”

This is sufficiently explicit. The teacher's duty is here well defined, in relation to direct efforts to promote the moral and social, as well as intellectual, improvement of the pupils. This moral training is of great importance, and absolutely necessary to the promotion of the best interests of the children ; and teachers should consider themselves bound to be faithful in discharging this part of their duty.

“ The leading elements of a common school education, are a degree of positive knowledge, intellectual ability and moral principle. These are all contemplated as the ends of popular instruction in the constitution and laws of this State. They have, from the beginning, always been regarded as essential to the idea of a New-England free school. Reading, writing and arithmetic, and, more or less grammar and geography, have been taught, wherever our system of common school education has prevailed. In addition to this amount of positive acquisition, and in immediate connection with it, it has been a primary object also, to bring out and exercise the faculties of the young ; to improve the senses, the imagination and the reason ; to develop the principal of thought ; to render the individual capable of efficient, continuous, mental action,—and thus to lay a foundation for future acquisitions, and for every variety of enterprise or effort which life may call for.”

To discharge, in a proper manner, the duties here brought to view, and to fit young minds for the highest degree of usefulness of which their capacities will admit, evidently demands high moral as well as intellectual acquirements on the part of those who undertake the office.

4. *Discipline.* The maintenance of good discipline is indispensable to the best interests of a school. To facilitate this important object, we recommend to the several districts to adopt some general principles of order, such as they would wish to have carried out by their teachers. This course has been pursued in some towns to excellent advantage. It has had an admirable effect in enabling the teachers to maintain good government, with ease.

The following regulations your committee would cordially recommend, as, in their opinion, well adapted to promote the best interests of our schools.

1. That the scholars be required to be punctual in attendance, at the appointed hour of commencing school, or be able to give a written excuse from parents or guardian.

2. To treat the teacher, both in words and manner, with becoming deference, and fellow pupils with kindness.

3. To not leave the room or seats in session time, or open or shut a window, or door, or put wood into the stove, without permission from the teacher.

4. To leave no study and commence a new one, or pass from one class to another, without first obtaining the teacher's approbation.

5. To make no communication to any scholar, or ask leave to, during session time, either by whispering or writing.

6. To eat no fruit, or anything else, or chew anything in session time.

7. To avoid cutting, or in any way defacing the seats, or desks, or any part of the school buildings, or writing words, or drawing figures on them.

8. To throw no sort of missile in the school-room, or a ball, stone, or anything of the kind, against the outside of the building.

9. To use no profane or vulgar language.

10. To avoid all personal quarrels with fellow pupils, as well as all abusive or insulting language.

11. To be subject to the direction and control of the teacher, at the time of recess, and of intermission at noon; and go directly home as soon as school closes, unless otherwise ordered.

12. To make good all damages done, personally, to the buildings.

We would recommend it to each of the districts formally to adopt general rules of this character, and let it be understood, by the scholars, that the teacher is expected strictly to enforce them. This will greatly strengthen the hands of the teacher, and tend to promote the harmony, welfare and good order of the school.

5. *Duty of Parents.* The success of our schools very much depends on the part taken by parents. If parents wish their children to make rapid progress in useful knowledge, they must furnish them with the means and opportunities. All necessary books and stationery should be cheerfully and seasonably supplied. They should be sent to school *in season*; and they should be sent *regularly*, without a single day's intermission, unless stern necessity demands it. Parents should also constantly manifest a deep interest in their children's studies, encourage them to get their lessons thoroughly, and in every practicable way assist them.

Parents should treat teachers with marked and affectionate respect; and do what they can to inspire towards them in the hearts of their children, sentiments of esteem and affection. They should carefully refrain from exposing the teacher's faults, or of speaking disparagingly of him, in the presence of their children. To speak freely of a teacher's defects, real or supposed, will tend at once to destroy his hold upon their children's affections, and his influence over them; and, of course, his power to benefit them, to much extent, by his instructions.

If a child is corrected or punished by the teacher, parents should never form their judgment of the case from the child's story alone. This would be just like a jury's making up their verdict, and giving in their decision, on merely hearing the evidence *upon one side*. If you deem the teacher too severe in his discipline, or regard him in any particular to be specially blameworthy, there is a proper course to pursue. And that is, not first to

indulge your spleen, and pour out your bitter complaints about him, in presence of your children and others, but to go directly to *him*, and in a calm, respectful, and friendly manner, state to him your complaints; and candidly listen to his explanations. Were this course uniformly pursued, many a breach, which at first might seem remediless, would be readily healed, much rancor and bitterness saved, and much evil prevented in the district.

Parents may do much to promote the welfare of the schools in the several districts, and accomplish great good to their children, by frequently *visiting* the schools, and witnessing the exercises. This would give a salutary impulse to the school, and tend to elevate its character. It would prove a stimulus to both teacher and pupils, by showing them that there was a watchful eye upon them, and a deep interest felt in their behalf. If parents feel that they have but little time to devote to the school-room, let them at least occasionally "*drop in*," if nothing more, and thus show that the school is cherished in their hearts, and will not be forgotten or overlooked. We believe there is a sad deficiency in parents in this respect. Very few of the parents know anything at all about the schools, from personal observation. And yet, some who do not look into a school-house once a year, and know nothing of the proceedings there, will give off their opinions of the qualifications of the teacher, and the internal discipline and management of the school, with all the gravity and self confidence of a judge upon the bench.

6. *Books.* The law provides that "The Superintending School Committee shall determine and direct the class books to be used in the district schools of the town; and the parents, masters, or guardians of the scholars attending such schools, shall supply said scholars with the books so directed to be used."—*Rev. Stat., Ch. 73, § 9.* The law also provides that "If any poor child, attending any district school, is destitute of the necessary class books, the selectmen shall provide such books, at the expense of the town, upon application therefor."—*Ibid., § 13.*

The following is a list of books recommended by your Committee:

The Bible, to be read in the morning, by teacher and pupils, as a religious exercise.

Sanders' Spelling Book;
 Sanders' Series of Readers, 1st, 2d, 3d, and 4th;
 Russel and Goldsburys American School Reader;
 Adams' Arithmetic, and Davies' Algebra;
 Colburn and Greenleaf's Mental Arithmetic;
 Weld's Grammar, and Comprehensive Grammar;
 Mitchell's Series of Geographies,—including his Primary Geography, School Geography, Geographical Reader, High School Geography, and Ancient Geography.

Willard's History of the United States;
 Parley's Universal History, on the basis of Geography, illustrated by Maps and Engravings.

Ackermen's Natural History;
 Comstock's Natural Philosophy;
 Cutter's Physiology;
 Webster and Worcester's Dictionaries.

JOHN M. PUTNAM, }
 SAMUEL COOKE, } *S. S. Com.*
 S. SMITH PAGE, }

Tabular Statement.

Summer Schools.

Winter Schools.

No. of District.	Length of school in weeks.	No. of scholars.	Average Number of scholars.	No. of persons between 4 and 14 years of age, who have not attended school.	Wages of teacher per month, exclusive of board.	Length of school in weeks.	No. of scholars.	Average number of scholars.	No. of persons between 4 and 14 years of age, who have not attended school.	Wages of teacher per month, exclusive of board.
1	11	28	23	7	\$6.00	7	42	35	7	\$12.00
2	17	32	25	0	7.00	10	43	36	0	22.00
3	12	14	12	0	5.33	12	26	19	0	8.00
4	11 $\frac{1}{2}$	13	12	2	8.00	9	28	24	2	18.00
5	8	25	16	0	6.00	12	25	15	0	14.00
6	8	10	8	0	6.00	12	18	14	0	13.33
7	12 $\frac{1}{2}$	18	16	0	7.62	11	20	17	0	16.00
8	9	12	11	0	6.00	13	15	13	0	8.00
9	7 $\frac{1}{2}$	11	10	0	7.00	8	15	12	0	9.00
10						7 $\frac{1}{2}$	14	10	1	15.00

